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ABSTRACT

Intended for school administrators, Boards of Education, special education coordinators, and teachers, the handbook contains information about the Special Education services of the Virginia State Department of Education and provides guidelines for the organization of various kinds of programs for handicapped children by local school divisions. The historical background of special education services in Virginia is traced, and policies concerning the distribution of special education funds are stated. State legislation pertaining to special education and teacher certification requirements are presented. General procedures for establishing and developing programs are listed and then discussed in relation to each exceptionality. Also covered are the role of the visiting teacher and school psychologist, the nature of the psychological report, supervision on the local level, suggestions for the evaluation of special education programs, and special education services available from the State Department of Education. (KW)

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A Guide for Program Improvement

Services for Exceptional Children

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Special Education Service
State Department of Education
Richmond, Virginia 23216
May 1970

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Services for Exceptional Children

A Guide for Program Improvement

A handbook for School Administrators, Boards of Education, Special Education Coordinators, Teachers, and Others Interested in the Education of Exceptional Children.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Special Education Service
State Department of Education
Richmond, Virginia 23216
May 1970

FOREWORD

This publication is a revision of the 1962 guide prepared for school boards, administrators, supervisors, teachers, and others who are concerned with the educational needs of children with varying degrees of exceptionalities. It is designed to give information pertaining to the Special Education services of the State Department of Education and to provide guidelines for local school divisions in the organization of various types of programs for children with handicapping conditions. Also included are:

Laws relating to Special Education

Teacher certification requirements

Policies relating to the distribution of Special Education funds

Procedures for the organization of programs and policies for working cooperatively with other agencies

No attempt is made here to go into the technical aspects of the special programs for the different classifications of exceptional children; it is understood, however, that the scope of the work and its characteristics are such as to require the services of a specially trained teacher. In addition, persons who are competent in other areas of specialization are involved. Among these are the physician, the therapist, the audiologist, the qualified school psychologist, the visiting teacher, the counselor, and the supervisor.

This bulletin is presented with the hope that it may clarify the purposes of Special Education and develop a better understanding of its educational program so that all may work together to assure a full and useful life for every exceptional child in terms of his capacity.

WOODROW W. WILKERSON

Superintendent of Public Instruction

. . . Above All, We Believe in the exceptional child himself; in his capacity for development so frequently retarded by the limits of present knowledge; in his right to a full life too often denied him through lack of imagination and ingenuity on the part of his elders; in his passion for freedom and independence that can be his only when those who guide and teach him have learned the lessons of humility, and in whom there resides an effective confluence of the trained mind and the warm heart . . .

—*From the Creed for Exceptional Children*

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SPECIAL EDUCATION PROGRAMS FOR EXCEPTIONAL CHILDREN

Exceptional children are those children who deviate from the norm, physically, mentally or emotionally, to the extent that they are unable to profit from instruction in the regular classroom. They require different instructional techniques or special services to meet their specific needs.

The concept of *equal* educational opportunity does not imply *identical* educational opportunity. Children's educational needs vary according to their individual differences. Those characterized by accentuated deviations in physical, mental and emotional developments have unique patterns of learning; therefore, appropriate techniques and methods of instruction must be employed to satisfy the educational requirements of exceptional children.

Educational programs designed to encourage each individual to develop his potential provide preparation for citizenship, employment and economic self-sufficiency.

PHILOSOPHIC BASIS FOR SPECIAL EDUCATION PROGRAMS

1. Special Education programs are an integral component of the total education program. They support but do not compete with other school programs.

2. School divisions should provide educational experiences for exceptional children and not depend upon community and civic organizations for that which is rightfully the school's function.

3. Plans for Special Education programs should be compatible with local and State educational goals for all children.

4. Experience has demonstrated the necessity of following the administrative procedures outlined in planning and organizing the program for any group of exceptional children.

5. Objectives of Special Education programs should be clearly defined. These should encompass the whole educational life of the child, whether functioning in the regular classroom or learning in a sequential Special Education program.

6. Provision should be made for effective, periodic evaluation of Special Education programs.

7. Pilot programs of an experimental nature should be compatible with the total educational planning of the school division.

HISTORICAL BACKGROUND OF SPECIAL EDUCATION SERVICES IN VIRGINIA

1938: Special Education services for children with special needs were inaugurated in the State Department of Education in Virginia at the beginning of the school year. An appropriation of $50,000 was made by the General Assembly for each year of the 1938-40 biennium to be used by the State Board of Education to help provide a state-wide program of special education for exceptional children. Personnel was employed in the State Department of Education to supervise a school program planned to meet the needs of children who were physically disabled, mentally retarded, or who had defective speech. At this time, Virginia was one of a few states having persons in their departments of education assigned to this particular function.

1948: A strong movement was initiated throughout the nation by parents of mentally retarded children to have the public schools include in their programs classes for severely retarded children. At the same time, volunteer organizations interested in cerebral palsied children and those with other types of disabilities were urging more services for the physically handicapped. In Virginia, the State Departments of Health, Mental Hygiene and Hospitals, and Education worked in close cooperation with these groups in studying the needs of children.

1952: The General Assembly created a legislative commission to study the school needs of children with handicapping conditions. Members of the General Assembly gave sympathetic support to the commission's requests. A two-year study was made which included public hearings in all parts of the Commonwealth. A report was submitted to the Governor and the General Assembly late in 1953.

1954: Prior to the meeting of the General Assembly, a few localities were assisted by the State Department of Education in establishing classes for severely mentally retarded children. The Special Education Service of the Department provided a workshop for the in-service training of the 15 teachers employed during the school session of 1953-54. At its 1954 session, the General Assembly passed legislation giving the State Board broad powers and specific responsibilities for an expanded program of special education.

1956: As a result of recommendations made by the 1952 legislative commission, the Governor requested the Virginia Advisory Legislative Council to engage in further study and submit a report before the 1956 Assembly convened. On the

basis of this report, the members of the Assembly enacted legislation extending the services of Special Education to include financial aid for:

The employment of occupational and physical therapists in special classes for the physically handicapped.

Transportation of severely retarded and crippled children to special classes.

Psychological evaluations of mentally retarded children initially placed in special classes.

The employment of attendants in special classes for the severely retarded and the physically handicapped.

1958: In recognition of the new statutes enacted by the 1956 Assembly, the State Department of Education included in its budget a request for funds to implement them. The appropriation made for the next biennium was sufficient to initiate the new services on a modest scale.

1966: Increased appropriation by the 1966 General Assembly made it possible for the State Department of Education to reimburse localities on the salaries of special education teachers at 60% of the State basic minimum salary scale, thereby placing them for the first time on the same reimbursement basis as provided for all teachers. Additionally, funds were allocated to assist localities in the employment of full-time school psychologists.

1968: The 1968 session of the General Assembly enacted for the first time mandatory legislation affecting a group of handicapped children. The State Board of Education was directed to prepare and place in operation a program of special education for hearing impaired children, ages 2-20, by September 1, 1970. Further, where Special Education programs were not available locally for hearing impaired children, the local school division and the State Department of Education were required to assist the parent on the tuition costs for attendance at a private nonsectarian school.

1970: Amendments were made by the 1970 General Assembly to allow the State Department of Education to assist localities with tuition and other per pupil costs for the education of hearing impaired children in preschool and regionally operated programs. The General Assembly further directed the Virginia Advisory Legislative Committee to study matters relating to the needs of all handicapped children and adults in the Commonwealth.

THE DISTRIBUTION OF SPECIAL EDUCATION FUNDS

Special Education funds are distributed to localities on programs approved prior to the superintendent's request for reimbursement. Reimbursement is made as indicated below:

The cost of instruction for children in hospitals, State institutions, and for children and adults in sanatoria for the treatment of tuberculosis.

Partial reimbursement on the salaries of *teachers of special classes* for the mentally retarded, trainable (I.Q. 30-50/55) and educable (I.Q. 50/55-75), the emotionally disturbed, the learning disabled, the physically handicapped, and the hearing impaired on the basis of the State Minimum Salary Scale for State-aid teaching positions (60% State—40% local), providing special classes are established in accordance with guidelines as outlined in the Special Education publication, "Services for Exceptional Children—A Guide for Program Improvement," and teachers employed are properly endorsed or comply with State Board regulations.

Partial reimbursement on the salaries of *speech specialists* on the basis of the State Minimum Salary Scale for State-aid teaching positions (60% State—40% local), providing speech programs are established in accordance with guidelines as outlined in the Special Education publication, "Services for Exceptional Children—A Guide for Program Improvement," and speech specialists employed are properly endorsed or comply with State Board regulations.

Partial reimbursement on the salaries of *school psychologists* approved by the State Department of Education.

Partial reimbursement on the cost of *home instruction.*

Partial reimbursement on the salaries of *therapists, occupational or physical,* employed in connection with special classes for children with crippling conditions.

Partial reimbursement on the salaries of *attendants* in special classes for the trainable mentally retarded or the physically handicapped.

Partial reimbursement on the salaries of *teacher aides* in special classes for preschool and primary age hearing impaired children.

Partial reimbursement on the cost of *psychological evaluations* for each child found eligible and actually enrolled in a special

class for the mentally retarded. This applies only in those instances where such services are purchased from a private psychologist or evaluations made by a psychologist employed as a member of the school staff for whom no State or Federal reimbursement is received. Reimbursement will be made only in those instances where the psychologist is State licensed and/or State Board approved.

Partial reimbursement on the cost of *tuition* for eligible severely handicapped students to attend approved nonsectarian private schools for handicapped children.

Partial reimbursement on the cost of *transportation* of handicapped children enrolled in and attending a special class operated by the public schools for trainable mentally retarded (I.Q. 30-50/55), the physically handicapped, and the preschool age hearing impaired who are unable to use existing school transportation facilities.

LAWS PERTAINING TO SPECIAL EDUCATION CODE OF VIRGINIA

22-9.1 *Special Education for Other Handicapped Persons*—The State Board of Education is authorized to prepare and place in operation a program of special education designed to educate and train physically handicapped, emotionally disturbed and mentally retarded individuals without regard to whether they are of school age. In the development of such program, the State Board of Education shall assist and cooperate with local school boards in the several school divisions. The State Board of Education is authorized to adopt such rules and regulations as may be necessary to secure adequate special school services for handicapped individuals.

22-9.1:1 *Programs of Special Education for Hearing Impaired Children*—The State Board of Education shall prepare a program of special education designed to educate hearing impaired children of ages two to twenty who require such a program to attain a scholastic achievement commensurate with their ability.

22-9.1:2 The State Board of Education shall adopt rules and regulations to implement the purposes of this act.

22-9.1:3 The State Board of Education, from funds provided by law, shall assist localities in employing and paying teachers for such special instruction provided under this act.

22-9.1:4 In any county, city or town, if the town be a separate school district approved for operation, which does not provide special classes or special instruction for the education of hearing-impaired children as defined in § 22-9.1:1, and such instruction is not available to such children in the State schools for the the deaf and the blind, and the parents of such children pay for their attendance at a private non-sectarian school approved by the State Board of Education, the school board of such county, city or town operating as a separate town school district, shall reimburse the parent or guardian of such child or children for each school year three-fourths of the instructional cost in an amount not to exceed one thousand dollars when enrolled in a special non-residential school for hearing-impaired children and three-fourths of the instructional cost in an amount not to exceed three thousand dollars when enrolled in a special residential school for hearing-impaired children. Of the total reimbursement, the local school board shall be reimbursed sixty percent from State funds as are appropriated for this purpose; provided, however, the local school board is not required to provide such aid if matching State funds are not available; provided further that in the event State funds are not available as defined above, local school boards shall reimburse the parents for tuition costs of such children in an amount equal to the actual cost of operation per pupil in average daily attendance for the school year immediately preceding, and such school board shall be entitled to count such pupils in average daily attendance and receive reimbursement in the same manner as if the child were attending the public schools.

Where a county, city or town, if the town be a separate school district approved for operation, enters into an agreement with another school district or any combination thereof to pay tuition cost for the purpose of providing an educational program for hearing-impaired children as defined in § 22-9.1:1, the State Board of Education is authorized to reimburse a local school board sixty percent of the tuition cost in an amount not to exceed six hundred dollars per pupil.

The State Board of Education is further authorized to reimburse local school boards operating a preschool special education program for hearing-impaired children, ages two through five, sixty percent of tuition cost but not to exceed six hundred dollars per pupil from State funds as are appropriated for this purpose.

22-9.1:5 Nothwithstanding any provision of law limiting the power of counties, cities and towns to levy taxes and to appropriate funds for educational purposes, in addition to the power granted such counties, cities and towns under other provisions of law to levy taxes and appropriate funds for educational purposes, the governing body of any county, city or town is hereby authorized and empowered to appropriate and expend funds of the county, city or town in furtherance of the education of handicapped children as defined in § 22-9.1:1 residing in such county, city or town and who attended private nonsectarian schools whether within or without the local school district and whether within or without the Commonwealth. Local school boards shall adopt rules and regulations governing the expenditure of such local funds.

22-9.1:6 The provisions of §§ 22-9.1:1 through 22-9.1:4 of this act shall be effective on and after July 1, 1970, but this provision shall not be construed to restrict or prohibit the use of any other Federal, State, or local funds made available under any other Federal, State or local appropriation or grant.

22-9.2 *Assisting Local School Divisions in Instructing the Handicapped*—From funds provided by law, the State Board of Education may assist local school divisions to employ and pay teachers to instruct special classes for the handicapped, including the orthopedically handicapped, speech defective children, homebound children, children and adults confined to hospitals, and children who require other special instruction whether by reason of mental retardation, cerebral palsy, physical deficiency or otherwise.

22-9.2:1 *Transportation*—Transportation of handicapped children attending special classes.—Any child enrolled in and attending a special class operated under the provision of §§ 22-9, 22-9.1 or 22-9.2 shall be entitled to transportation to and from such school or class at public expense. If, because of physical incapacity or mental retardation, the child is unable to use existing school transportation facilities, or if such facilities are not available, the school board may, in lieu thereof, and in its discretion, allot funds to assist in paying the cost of other means of transportation. Such cost shall not exceed an amount approved by the State Board of Education with due regard to the cost of transporting pupils in the public schools. Forty per centum of such cost shall be paid by the school division in which such child resides and sixty per centum by the State subject to funds being available.

22-228 *Census of deaf and blind persons*—At the time of the quinquennial census provided for by 22-223 is taken, there shall also be taken, by the same agents, a separate census of the deaf and blind persons between the ages set out in such section residing within the county or city, giving the sex, age, and residence of each, and a copy thereof, shall be returned to the division superintendent. For this service the agents shall receive the same compensation as that allowed for listing other children in 22-224, and out of the same fund. The division superintendent shall consolidate the reports of the county and transmit the same to the superintendent of the schools for the deaf and blind.

22-241 *Expenditures for nurses, physicians, and physical directors*—The governing bodies of the several counties, cities and towns are authorized to make appropriations out of the county, city, or town funds, as the case may be, to provide for the health examination and physical education of school children, including special facilities for handicapped children, and the employment of school nurses, physicians and physical directors and also physical therapists, occupational therapists, and speech therapists, for special classes for handicapped children and under medical supervision and such appropriation shall be placed to the credit of the county or city school funds. Previous to employment, all such personnel and the medical supervision therapists shall meet such standards as may be determined by the State Board of Education and the State Board of Health.

22-248 *Sight and hearing of pupil to be tested*—The Superintendent of Public Instruction shall prepare or cause to be prepared, upon the advice and approval of the State Board of Health, suitable test cards, blanks, record books, and other needed appliances, to be used in testing the sight and hearing of the pupils in the public schools, and shall also obtain necessary instructions for the use thereof; and shall furnish the same free of expense to all the schools of the State, upon request of school board of any county, or city, accompanied with the statement from the clerk thereof, that the board had, by resolution, adopted the use of such test cards, blanks, record books and other needed appliances, and had directed the use thereof in the schools under their charge. Within fifteen days after the beginning of the term, or after receiving such material, the principal or teacher in all such schools shall test the sight and hearing of all the pupils under their charge, and keep a record of such examinations in accordance with instructions furnished. Whenever a pupil is found to have any defect of vision or hearing, or disease

of the eyes or ears, the principal or teacher shall forthwith notify the parent or guardian, in writing, of such defect, with a brief statement thereof. Copies of the report shall be preserved for the use of the Superintendent of Public Instruction as he may require.

22-275.13 *Certification of names of blind or deaf children to superintendents of schools for the deaf and Commission for the Visually Handicapped*—The principal teacher of every public school in the counties and towns and the truant officers of the cities shall, within thirty days from the beginning of the school year, furnish the division superintendent and the county, city or town school board with the names of all children who are blind or partially blind or deaf between the ages of six to seventeen years, inclusive, living within the boundaries of his or her school district who do not attend school. It shall be the duty of the school board to certify forthwith the names of all such deaf children to the respective superintendents of the State schools for the deaf, and of all such blind or partially blind children to the Virginia Commission for the Visually Handicapped and to the superintendents of the schools for the blind whose duty it shall be to investigate all cases of nonenrollment of such blind children, and when no valid reason is found therefor, such child or children shall be required to attend school as provided in 22-275.5.

22-275.5 *Blind or deaf children*—Every blind or partially blind child and every deaf child between the ages set forth in § 22-275.1 shall attend some school for the blind, or some school for the deaf, or some class in the public schools wherein special methods are used and special equipment and instruction are provided for the blind or deaf for nine months, or during the scholastic year, unless it can be shown that the child is elsewhere receiving regularly equivalent instruction during the period in studies usually taught in the public schools to children of the same age, provided that the superintendent or principal of any school for the blind, or the public schools or the schools for the deaf, or person or persons duly authorized by such superintendents or principals, may excuse cases of necessary absence among its enrolled pupils, and provided, further, that the provisions of this section shall not apply to a child whose physical or mental condition is such as to render its instruction as above described inexpedient or impracticable.

Any blind or partially blind or deaf child who prior to his seventeenth birthday has been regularly enrolled in some school for the blind or some school for the deaf or some class in the

public schools wherein special methods are used and special equipment and instruction are provided for the blind or deaf, shall be required to continue attendance thereat until he reaches his twentieth birthday or until he has completed all courses offered by such school from which such child can benefit, unless it can be shown that such child is elsewhere receiving regularly equivalent instruction during the period in studies usually taught in the public schools.

22-55.1 *Expenditure of funds in certain schools.* Notwithstanding any other provision of law, the school board of any county, city or town may, in its discretion and within available funds appropriated by the governing body of such county, city or town, expend funds for the education of children between the ages of six and twenty years residing in such county, city or twon, in private nonsectarian schools; such expenditures shall be limited to special education classes and when such classes are not available in the public schools in the county, city or town in which the participating child is a resident. Such school boards are authorized to adopt rules and regulations governing expenditures authorized by this section. Funds made available under this section may supplement State funds, but in combination such funds may not exceed the tuition charged in the case of any child.

SPECIAL EDUCATION CODES

7810 Special Education — Educable Mentally Retarded — Primary IQ 50/55-75
Approximate Ages 7-9 Approximate Mental Ages 3½-6
Readiness Program

7815 Special Education — Educable Mentally Retarded — Intermediate IQ 50/55-75
Approximate Ages 10-12 Approximate Mental Ages 5-9
Beginning basic skills

7820 Special Education — Educable Mentally Retarded — Junior High IQ 50/55-75
Approximate Ages 13-15 Approximate Mental Ages 6-12
Pre-vocational training

7825 Special Education — Educable Mentally Retarded — Senior High IQ 50/55-75
Approximate Ages 16-18 Approximate Mental Ages 8-13
Vocational program with work skills in curriculum

7830 Special Education — Trainable Mentally Retarded — Beginning IQ 30-50/55
Approximate Ages 5-8 Approximate Mental Ages 2-4

7835 Special Education — Trainable Mentally Retarded — Intermediate IQ 30-50 55
Approximate Ages 9-13 Approximate Mental Ages 3-6½

7840 Special Education — Trainable Mentally Retarded — Advanced IQ 30-50 55
Approximate Ages 14-18 Approximate Mental Ages 4½-9

7845 Special Education — Hearing Impaired

Degree of loss	*Educational Needs*
Slight	
10 db. to 20 db. (ASA)	Speech reading not indicated; generally will not need speech therapy or auditory training.
21 db. to 31 db. (ISO)	
Mild	
20 db. to 35 db. (ASA)	May need auditory discrimination; speech conservation and therapy may be necessary.
31 db. to 46 db. (ISO)	
Moderate	
35 db. to 60 db. (ASA)	Will need special help with language; may need special help from resource teacher; may need special class placement.
46 db. to 71 db. (ISO)	
Severe	
60 db. to 80 db. (ASA)	May manage in regular class with resource teacher for academic tutoring and speech and language; usually needs special class on elementary level.
71 db. to 91 db. (ISO)	
Extreme	
80 db. to 110 db. (ASA)	Special techniques required and language through visual, auditory and tactile stimuli; special class indicated for most children.
91 db. + (ISO)	

7850 Special Education — Partially Sighted
A partially sighted child is one who has 20 70 vision or less in the *better eye after best correction*, up to but not including the definition for legal blindness. In some instances an eye doctor may recommend for services a child who has better visual acuity than 20 70.

7855 Special Education — Legally Blind
A legally blind child is one who has 20 200 vision or less *in the better eye* with best correction.

7860 Special Education — Emotionally Maladjusted
Emotionally handicapped children are children who demonstrate one or more of the following characteristics to a marked extent and over a period of time:

1. An inability to learn which cannot be explained by intellectual, sensory or health factors.
2. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
3. Inappropriate types of behavior or feeling under normal conditions.
4. A general, pervasive mood of unhappiness or depression.
5. A tendency to develop physical symptoms, pains, or fears associated with personal or school problems.

7865 Special Education — Learning Disabled
Children with special learning disabilities exhibit a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written languages. These may be manifested in disorders of listening, thinking, talking, reading, writing, spelling, or arithmetic. They include conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia, etc. They do *not* include learning problems which are due primarily to visual, hearing or motor handicaps, to mental retardation, emotional disturbance or to environmental disadvantage.

7870 Special Education — Physically Handicapped
Children with physically handicapping conditions are usually capable of profiting from the general education program of the public schools, but some crippled children require special equipment; some need special materials and instructional techniques. Many children with crippling conditions require physical and occupational therapy as well as unique transportation facilities.

7875 Special Education — Speech Handicapped
Speech is defective when it deviates so far from the speech of other people in the group that it calls attention to itself, interferes with communication or causes its possessor to be maladjusted to his environment.

SPECIFIC ENDORSEMENT REQUIREMENTS FOR SPECIAL EDUCATION TFACHERS

Section 22-204 of the Code of Virginia specifies in part that:

> *No teacher shall be regularly employed or paid from the public funds unless such teacher holds a certificate in full force in accordance with the rules of certification laid down by the State Board of Education.*

A certificate in full force is defined as any certificate or license issued by the State Board under its rules and regulations. Teachers seeking specific endorsement for Special Education must meet the General Requirements and the Professional Educational Requirements for all teachers as set forth on pages 2, 3, and 4 in the State Board of Education bulletin, *Certification Regulations for Teachers*, effective July, 1968.

In compliance with the authority and responsibility as designated by the Virginia Statutes, the State Board prescribes specific endorsement requirements for teachers of Special Education as indicated below.

An applicant for endorsement to teach special classes of exceptional children must qualify for the Collegiate Professional Certificate.

Requirements for endorsement in the various areas of exceptionality are as follows:

CRIPPLING CONDITIONS — 27 semester hours

General — 6 semester hours

Survey of Special Education
Pupil Evaluation (including Tests and Measurements)

Specific — 15 semester hours

Characteristics of Children with Crippling Conditions
Procedures for Teaching Children with Crippling Conditions
Medical Aspects of Crippling and Special Health Conditions
Student Teaching with Children with Crippling Conditions (6 semester hours)

Related — 6 semester hours

Adapted Physical Education
Arts and Crafts
Characteristics of the Mentally Retarded
Emotional Disorders of Children
Mental Hygiene
Psychology of Exceptional Children
Rehabilitation Techniques

EMOTIONALLY DISTURBED — 30 semester hours

General — 6 semester hours

Survey of Special Education
Pupil Evaluation (including Tests and Measurements)

Specific — 18 semester hours

Emotional Disorders of Children
Child and Adolescent Psychology
Remedial Techniques in Language Arts
Procedures for Teaching the Emotionally Distrubed
Student Teaching:

3 semester hours of supervised practicum in an educational setting and 3 semester hours of full-time internship in an interdisciplinary setting (6 semester hours)

Related — 6 semester hours

Arts and Crafts
Juvenile Delinquency
Mental Hygiene
Psychology of Exceptional Children
Rehabilitation Techniques
Remedial Arithmetic

HEARING DISORDERS — 33 semester hours

General — 9 semester hours

Psychology of Exceptional Children
Audiology-Measurement of Hearing
Anatomy and Physiology of Auditory and Vocal Mechanisms

Specific — 18 semester hours

Aural Rehabilitation—Speech and Language Development for the Deaf
Aural Rehabilitation—Lipreading and Auditory Training
Psychological and Emotional Problems Related to Deafness
Procedures for Teaching the Deaf
Student Teaching with Deaf and Hard of Hearing (6 semester hours)

Related — 6 semester hours

Phonetics
Linguistics
Audiology—Clinical Audiology
Research in Deafness, Speech and Hearing
Survey of Special Education

MENTALLY RETARDED — 27 semester hours

General — 6 semester hours

Survey of Special Education
Pupil Evaluation (including Tests and Measurements)

Specific — 15 semester hours

Characteristics of Mentally Retarded
Language Arts for the Mentally Retarded
Curriculum and Methods for Teaching the Mentally Retarded with attention to teaching in the groups listed below:

1. Primary age group (educable)
2. Intermediate age group (educable)
3. Secondary age group (educable)
4. Severely retarded (trainable)

Student Teaching with Mentally Retarded Children (6 semester hours)

Related — 6 semester hours

Arts and Crafts
Mental Hygiene
Psychology of Exceptional Children
Rehabilitation Techniques

SPEECH DISORDERS — 33 semester hours

Basic Areas — 24 semester hours

Speech Pathology—(Introduction and one additional course in pathology) — 6 semester hours
Anatomy and Physiology of Ear and Vocal Mechanism — 3 semester hours
Phonetics — 3 semester hours
Audiology (Measurement & Interpretation) — 3 semester hours
Clinical Procedures in Diagnosis and Correction (three of the following): Articulation, Stuttering, Cleft Palate, Cerebral Palsy, Language Disorders — 9 semester hours

Related Areas — 6 semester hours

Survey of Special Education
Hearing Rehabilitation
Organic Speech Disorders
Psychology of Exceptional Children
Speech for the Mentally Retarded
Pupil Evaluation (including Tests & Measurements)

Student Teaching (in educational setting) 3 semester hours

Clinical Practicum

Supervised clinical practicum and observation of 225 clock hours with speech and hearing handicapped children. These hours can include the supervised student teaching of children with speech and hearing disorders along with the clinical practicum; a minimum of 25 clock hours with hearing impaired children in an educational setting or training clinic.

LEARNING DISABILITIES

An applicant for an endorsement to teach children with learning disabilities shall meet the following requirements:

1. Qualify for a Collegiate Professional Certificate including the student teaching requirements and complete one or more courses in each of the following:
   - Human Growth and Development
   - Teaching of Reading
   - Teaching of Elementary Mathematics
   - Pupil Evaluation (including Tests and Measurements)
2. Complete the Specific Endorsement Requirements as follows:

General 9 semester hours

- Survey of Exceptional Children
- Psychoeducational Diagnosis
- Principles of Learning such as: Behavioral Psychology, Behavior Modification, Reinforcement Theory, Advanced Educational Psychology, etc.

Specific 12 semester hours

- Characteristics of Children with Learning Disabilities
- Teaching Children with Learning Disabilities
- Supervised Practicum and Student Teaching of Children with Learning Disabilities 6 semester hours

Related 6 semester hours

- Remedial Reading
- Remedial Arithmetic
- Language Disorders
- Abnormal Psychology
- Other—Characteristics of children related to other areas of exceptionality.

VISUALLY IMPAIRED — 30 semester hours

General — 6 semester hours

Survey of Special Education

Pupil Evaluation (including Tests & Measurements)

Specific — 18 semester hours

Anatomy, Physiology, and Diseases of the Eye

Nature and Needs of Visually-Impaired Children

Reading and Writing of Braille

Procedures for Teaching Visually-Impaired Children

Student Teaching with Visually-Impaired Children (6 semester hours)

Related — 6 semester hours

Mental Hygiene

Orientation, Mobility and Travel of the Visually Impaired

Psychology of Exceptional Children

Rehabilitation Techniques

VISITING TEACHER

Hold the Collegiate Professional Certificate.

A minimum of 18 semester hours of graduate study is required in at least four of the following designated areas:

Psychology

Mental Health

Child Welfare

Case Work

Problems of the Visiting Teacher

Guidance

A minimum of three years of successful classroom teaching experience, or a combination of three years of successful classroom teaching and successful experience in social work.

Personal qualities needed in order to command respect and exercise leadership.

These requirements became effective for beginning visiting teachers September, 1961. They are not retroactive to those who qualified under regulations prior to that date.

QUALIFICATIONS FOR SCHOOL PSYCHOLOGISTS

Effective for School Psychologists Serving Virginia Schools
After September 1, 1967

I. Hold a Master's degree in Psychology with not less than thirty semester hours of graduate credit distributed among all of the following areas:

Psychological Foundations, to include such courses as:

Developmental, Educational, Abnormal

Psychology of Exceptional Children

Educational Foundations,* to include such courses as:

History, Philosophy

Curriculum: Elementary, Secondary, Special Education

Psychological Methods and Techniques, to include such courses as:

Statistics

Principles of Educational and Psychological Measurement

Psychological Assessment

Counseling

Internship as prescribed by the college or university awarding the degree

II. Qualities of character and personality which merit the confidence and respect of students, parents, and professional educators and psychologists.

These qualifications must be met to be eligible for State reimbursement. Those who have served successfully for one year as a school psychologist will be considered to have met the internship requirement.

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* Two years successful experience as teacher, supervisor, school administrator or school psychologist will meet the requirements of this area.

PROCEDURES FOR ESTABLISHING AND DEVELOPING SPECIAL EDUCATION PROGRAMS

Special Education in the public schools of Virginia includes educational programs for the physically, mentally, emotionally, and multiply handicapped.

All Special Education programs should be predicated upon a philosophically sound basis, compatible with local and State educational goals for all children. The objectives of Special Education should be clearly defined. Provision should be made for effective, periodic evaluation of programs established to accomplish these objectives.

Procedures for evaluating Special Education programs should be developed as programs are initiated. These should include: evaluation of the Special Education program related to the goals of the total educational program; evaluation of specific Special Education programs related to specific goals for each program; evaluation of individual classes related to the goals for each class; and evaluation of students related to teacher/learner goals for each student.

Regional planning for special educational programs is encouraged in those instances where the handicapped population does not warrant local programs. The area to be served may be limited by topological and geographical considerations.

The development of an effective program for Special Education requires clear articulation and communication among all school personnel. Leadership responsibilities should be clearly defined.

The initiation of local Special Education programs depends upon:

Number of children identified with specific educational needs which cannot be adequately met within the regular classroom

Physical facilities available

Competent personnel available

Appropriate resources available

Administrative Procedures

Appropriate procedures in establishing a Special Education program for handicapped children are:

(1) Appoint a Local Advisory Committee for Handicapped Children to advise the School Board. The members of this Advisory Committee, appointed by the School Board, should represent the school division geographically and include professional people in addition to representatives of parent organizations.

If regional programming is involved, the Advisory Board should represent the geographical region.

(2) Survey local needs to determine the estimated number of children requiring special services and or special class placement. Consideration must be given to the age range and geographic location of these children to insure the effectiveness of both immediate and long-range program planning.

(3) Provide in-service and community education leading to acceptance and understanding of the program by parents and school personnel.

(4) Select a person on the local school division staff with the competency to supervise or coordinate the program. This person should have a background of training and experience which qualifies him to understand the nature and needs of handicapped children. He should have the support of the administrative and supervisory staff and should be delegated the authority to implement the policies and procedures for a comprehensive sequential program.

(5) Appoint an Admissions Committee composed of persons professionally qualified to assist in identifying handicapped children. These might include such persons as the coordinator or supervisor of Special Education, a visiting teacher, an elementary supervisor, a principal, the school nurse or doctor and the school psychologist. Such persons are appointed by the superintendent. They should be capable of evaluating medical information, psychological and psychiatric reports, and social casework findings.

(6) Determine the eligibility of the children. The essential basis of this determination by the Admissions Committee is sufficient evidence that the child is in need of special class and/or special services. Evidence should be provided by reports relevant to the handicapping condition which will include the appropriate reports from the following:

(a) Individual psychological evaluation, including both verbal and non-verbal tests administered by a licensed psychologist and/or a school psychologist approved by the State Board of Education.
(b) Psychiatric evaluation
(c) Educational evaluation which includes achievement tests, cumulative records, teachers' observations, and any other pertinent information concerning the educational needs of the child
(d) A general physical and medical examination which includes both visual and hearing acuity in addition to an assessment of the effect of childhood diseases and illnesses

(e) Speech evaluation by a speech clinician

(f) Social casework study including information from parents relative to the developmental history of the child and the nature of his social environment.

(7) Decide placement of the child in the appropriate Special Education program. This decision rests with the coordinator or supervisor of Special Education after review of the recommendations of the Admissions Committee.

(8) Periodically re-evaluate the child's eligibility for Special Education classes and or services. This should include re-evaluation by the appropriate specialists and reports and recommendations by the teacher concerning progress and continuation in the program.

Adequate Classrooms

Programs should be housed in regular elementary or secondary schools. Desired results cannot be expected unless handicapped children have adequate and attractive facilities.

Where special classrooms are necessary, these should meet the standards of regular classrooms with modifications appropriate for the particular handicapping condition.

Special Class Size

Exceptionality	*Maximum Class Size*
Physically Handicapped	4-6 (severely handicapped)
Educable Mentally Retarded	16
Trainable Mentally Retarded	12 (with aide)
Emotionally Disturbed	8
Learning Disabilities	8
Hearing Impaired	7 (minimum of 4)

Appropriate Equipment and Instructional Materials

The nature of the program for handicapped children is such that it requires varied approaches to learning. An appropriate curriculum emphasizes learning through special educational techniques and using special books and materials. This implies that these educational materials may be different from those used in regular classrooms. Reading materials may be specifically designed for use with children who are mentally retarded, emotionally disturbed, learning disabled, or hearing impaired. Educational games are used for teaching, learning, and meaningful recreation.

Length of the School Day

The school day for handicapped children should approximate the regular school day with modifications to allow for individual differences.

PHYSICALLY HANDICAPPED

Children classified as physically handicapped have disabilities that prevent them from functioning as normal children. These disabilities may be congenital or may be caused by accident or disease. Included in this classification are individuals with organic, muscular, and neurological conditions affecting motor activities. The degree of involvement ranges from minimal effects to severe crippling which forces the child to remain at home. Some children are handicapped by only one disability, while others are multiply handicapped.

The disabling conditions of the physically handicapped are classified in two principal categories: One is identified as the orthopedically handicapped, such as those crippled by cerebral palsy, poliomyelitis, muscular dystrophy; the other classification includes those with lowered vitality or restricted physical activity caused by health impairment such as rheumatic fever, congenital heart defects, cancer, diabetes mellitus, asthma.

Most children with physical handicapping conditions are capable of profiting from the regular education program of the public schools. Some crippled children's needs can be met by making minimal school adjustments. Other crippled children require special equipment, special materials and/or special instructional techniques. Particularly in early childhood, these children may require speech, physical and occupational therapy to develop the use of their body and to increase their independence. When possible, they should be encouraged to participate in regular school programs. These children may also require appropriate transportation facilities. To provide education for the physically handicapped children, flexible instructional programs and flexible administrative procedures are essential. Some of the multiply handicapped may require the services of specialized personnel and aides to insure growth in self-care, mental health, and intellectual achievement. As soon as possible, these children should be placed in regular classrooms where physical facilities can be adapted in the school building to meet their needs and to promote their participation in the school community.

MENTALLY RETARDED

Special Education services are provided for the mentally handicapped under two classifications: *educable* and *trainable*. Identification is determined through evaluation and diagnosis by certified and/or licensed psychologists, along with other informa-

tion relating to health, environment, school experience, social and developmental history. The terms "educable" and "trainable" are used to describe the various degrees of retardation, usually according to the following Terman Scale; (a) educable—50/55 to 75 I.Q.; (b) trainable—30 to 50/55 I.Q.

EDUCABLE MENTALLY HANDICAPPED

Children in this classification have approximately one-half to three-fourths of the intellectual capacity of "average" children. They can profit from educational experiences in keeping with their capacities for learning, their social adjustment, and their aptitudes and interests. Incidence figures may vary from cummunity to community, but a school division can generally expect to find approximately 2.5% educable retarded children in its school population.

The ultimate objective of this program is to educate mentally handicapped children so that they may become self-supporting members of the community, prepared to participate in community affairs and to perform their citizenship responsibilities. If allowed to remain in the academic environment of a regular classroom, these children are often subjected to frustrations with the result that they frequently develop detrimental behavior patterns and have no opportunity for practical educational growth commensurate with their potentials.

When placed in special classes where curriculum experiences are provided to develop their potential most of them become socially acceptable, attain adequate personal adjustment, gain academic skills needed in everyday living, and develop useful vocational skills.

Long-range Planning

The philosophy of equal educational opportunities for all requires that provision be made for a continuing and sequential school program of not less than 12 years for educable retarded children. (See *Patterns for Curriculum Planning for Educable Mentally Retarded Children*) Some children will require more than 12 years to complete the prescribed Special Education program. The full program should include the following types of classes or groupings:

(1) *Pre-school.* These programs include children aged four through six years.

(2) *Primary or pre-academic classes.* These classes include children aged seven through nine years. The children are in the

readiness stage for learning. Academic skills are just beginning to emerge.

(3) *Intermediate classes.* These groups include children ranging in age from 10 through 12 years. Although emphasis is not placed on pure academic learning, it is necessary that they acquire fundamental working knowledge of the basic tool subjects, reading, writing, and practical arithmetic. Each child will develop these skills according to his intellectual capacity. Teaching units of experience emphasize problems of everyday living and include basic skills as well as social studies, science, music, art, and physical education applicable to the child's needs.

(4) *Junior High.* Children in this group range in age from 13 through 15 years. Their curriculum experiences should broaden their knowledge of everyday living, their citizenship responsibilities, and introduce them to the world of work.

(5) *Senior High.* Youth of high school age, 16 years of age plus, combine training in citizenship and skills for living in applying their knowledge of reading, writing and arithmetic to job training and job experience. During the latter part of their high school experience, these youth attend school on a part-time basis while they experience on-the-job training under the combined supervision of the teacher and the employer. Classroom activities complement the job training program. A referral to Vocational Rehabilitation may be indicated for those mentally retarded youth who need further training for employment. (See *Guidelines for Establishing School-Work Study Programs for Educable Mentally Retarded Youth*)

When high school age youth satisfy the requirements of a prescribed Special Education program, they should be allowed to participate in graduation exercises and activities and be awarded an appropriate diploma. (See *Secondary Curriculum Guide*)

In addition to the intrinsic values for the youth concerned, the diploma gives emphasis to the student's desire to remain in school to the completion of the prescribed course. It also indicates to the prospective employer that the student who has been awarded the diploma has certain characteristics which merit consideration as a potential employee. The employer should be encouraged to make inquiries relative to the occupational potential of any prospective employee.

Advancement from one group to the next is related to chronological age and achievement according to mental age.

(See (5) *Senior High*)

Supplement the job training program of the child.

Suggested Procedure for Referral of Children Suspected of Being Mentally Retarded for Possible Special Class Placement

A child, who after careful evaluation by the classroom teacher seems to be functioning at a mentally retarded level, is referred by the principal to the Supervisor of Special Education for a case study. Prior to the referral by the principal, the following data should be compiled to substantiate the referral.

(1) Written recommendation of the teacher

(2) Anecdotal history of the child

(3) Achievement and Group Intelligence Test Records

(4) Report of the Visiting Teacher or Guidance Counselor

(5) Any other information from any source which would assist the Admissions Committee in assessing the child for special class placement.

Upon receipt of the referral, the Supervisor of Special Education, as Chairman of the Admissions Committee, authorizes the acquisition of any additional information considered necessary to properly evaluate the child's difficulty and to determine appropriate placement.

Additional information would always include a complete medical examination with telebinocular and audiometric evaluations and an individual psychological evaluation administered by a licensed and or State Board approved psychologist. Tests should include:

WISC or Stanford Binet IQ
Bender Gestalt
Draw A Person or equivalent
WRAT, PMA or equivalent.

Also, other examinations which would contribute knowledge of the child's intellectual, emotional or physical functioning should be included.

The Chairman of the Admissions Committee, after compiling all of the data mentioned above, would schedule a meeting of the Admissions Committee (See PROCEDURES FOR ESTABLISHING AND DEVELOPING SPECIAL EDUCATION PROGRAMS), and other professionals in order to reach a decision relative to the desirability of the placement and also to determine the time of the placement.

If, after a thorough study of all pertinent data, it is deemed advisable to place a child in a special class, the referring principal and or the Admissions Committee Chairman would schedule a meeting with the parents or guardian of the child and interpret the case findings and the educational plan to them. In no case

should a child be placed without the full consent of the parents nor should a child remain in such placement more than three years without a re-evaluation.

Adequate Classrooms

Classrooms should be housed in regular elementary or secondary schools. Desired results cannot be expected unless these children, already handicapped, have the advantage of acceptable and attractive classroom environment and adequate facilities.

Special classrooms should meet the regular standards of a good classroom and in addition such special requirements as:

Sufficient floor space for movable desks and tables and for audio-visual and manual experience equipment necessary to teach retarded children.

An activity space adjoining the classroom would be desirable, with provisions for homemaking and shop activities.

Ample storage space and sink facilities.

Adequate bulletin and chalkboard space.

Bins or small cabinets for storing individual projects.

Class Size and Grouping

In classes approved for State reimbursement, the maximum enrollment should not exceed 16 children. A comprehensive program for retarded children should include 12 or more years of school experience organized in four age groupings: primary, intermediate, junior high, and senior high. Advancement from one group to the next is related to chronological age and achievement according to ability.

Appropriate Equipment and Instructional Materials

The nature of mentally retarded children is such that they require a differentiated program for learning. An appropriate curriculum emphasizes learning through special teaching techniques and the use of special books and materials. This implies that these educational materials are different from those used in regular classrooms. Reading materials are specifically designed for use with the retarded. Educational games are used for teaching and learning and also for recreation. Much of the learning of retarded children comes through manual and concrete experiences. Practical and industrial arts, including homemaking, shop work, and a variety of handwork constitutes a large part of the education of the retarded. These activities are the vehicles which provide for the practice of the basic skills which the child has mastered. Participation in such activities motivates in the retarded child the desire to learn to read, to write plainly, to use

numbers accurately, and to speak clearly. In addition, these manipulative experiences provide satisfaction in achievement and produce skills and habits which later may be used in a vocation and in daily life activities.

Qualified Teachers

In addition to professional training in the field of Special Education (see certification requirements), the successful teacher of mentally handicapped children should possess certain personal characteristics. Good physical and mental health are essential; the ability to see the child in proper perspective is most important. Teachers should be objective and impersonal in their reactions, and they should have the ability to impress the children with their personal interest in their welfare. They should be creative, energetic, resourceful, and possess initiative.

TRAINABLE MENTALLY HANDICAPPED

The prevalence of severely retarded children appears to be approximately three in each 1,000 population. Their potential and intellectual abilities are below those of the educable, but they may be expected to benefit from training in a group situation. The basic objectives of an educational program for these nonacademic children emphasize training for self-care and social adjustment for living in a protective environment, and for satisfying experiences in a sheltered workshop.

Considerations

Placement in classes for trainable mentally retarded children: see requirements for placement under *Suggested Procedure for Referral of Children Suspected of Being Mentally Retarded for Possible Special Class Placement.*

Admission to the program may be contingent upon the acquisition of self-care skills (toilet training).

If the program is to be successful, the administrative head of the school must show a willingness to consider the group an integral part of the school. He must acquaint his entire staff with the purposes and objectives of the program and solicit their acceptance and cooperation. It is the responsibility of the school principal to see that the special class teachers are supplied with necessary materials and equipment. He also has the responsibility for fostering the development of mutual understandings between the school, the parent organizations, and community agencies in this undertaking which should be a cooperative endeavor.

The children should be grouped according to chronological age in primary, intermediate and advanced classes. The enrollment should not exceed 12. An attendant is required when the enrollment exceeds 10 children. Proper grouping should be: primary level, 7 through 9 years; intermediate level, 10 through 13 years; advanced level, 14 years plus.

Classrooms

Classrooms for this group should be located, if possible, in the regular elementary or primary school, preferably on the ground floor. The presence of handicapped children, an opportunity for getting acquainted with them, and the achieving of acceptable attitudes toward them can foster worthwhile understandings on the part of normal children. The mentally retarded group, too, can profit by being a part of a regular school program.

The nature of the educational program for the trainable child is such that a large classroom is required. This is usually a self-contained classroom situation. There should be ample space for physical activities, for setting up cots for the rest period, and for equipment and furniture for simple homemaking activities and the practice of social and self-care skills. This should require a minimum of 75 square feet per child. In addition, ample storage space and convenient coat rooms are necessities.

A sink with running water and space for preparing simple lunches and refreshments are desirable. A toilet and lavatory should be adjacent to the classroom since the development of good health habits and good grooming is an important part of the education of trainable children.

Long-range Planning

In planning for the education of these children, it is necessary to develop a sequential training program leading to job placement in a sheltered environment. This may include placement in sheltered workshops or occupational training centers, depending upon the personal and social adjustment of the child with the ability to enter into this supervised work situation.

Qualified Teachers

A teacher for severely retarded children should meet the State certification requirements (see certification requirements). In addition, he should be a person who likes children and accepts them as they are. He should be enthusiastic in his endeavors toward helping the children in their personal adjustment; honest in his convictions that the prescribed objectives are worth his

efforts. He should possess those qualities which command respect, personally and professionally, in school and community situations. The qualities of initiative, imagination, and ingenuity are prerequisites for this unique teaching responsibility.

An Attendant or Assistant

The attendant employed to aid the teacher of trainable children should be a person with a genuine interest in and an appreciation of these handicapped children. It is essential that he have desirable personal characteristics and personal stamina. He should be dependable and able to work cooperatively with the teacher.

The attendant is not required to hold a teacher's certificate. He should work under the direct supervision of the teacher and be responsible through him to the administrator. The functions of the attendant may vary, but responsibilities of a janitorial nature are not a part of these functions. Attendants or assistants with special skills in music, art, and recreation should assume some responsibility for group and individual activities in these areas. In some classes the assistant may become a companion or helper to those hyperactive and temporarily disturbed children who require constant supervision.

Transportation

Transportation may be provided for severely retarded children unable to use the existing school transportation facilities. Often special buses and car pools operated by parents provide the transportation necessary for getting these children to school.

EMOTIONALLY DISTURBED

Special Educational provision is needed for those children who, due to emotional difficulties, do not adjust to or benefit from the regular classroom.

Behavioral Characteristics of Emotionally Disturbed Children

"In terms of their visibility to the teacher, emotionally handicapped children can be perceived as children who demonstrate one or more of the following characteristics 'to a marked extent and over a period of time':

1. An inability to learn which cannot be explained by intellectual, sensory, or health factors
2. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers
3. Inappropriate types of behavior or feeling under normal conditions
4. A general, pervasive mood of unhappiness or depression
5. A tendency to develop physical symptoms, pains, or fears associated with personal or school problems" [1, 2]

Program Designs for the Emotionally Disturbed

1. Additional efforts in the regular classroom. Some emotionally disturbed children will benefit most from remaining in the regular classroom. Special help may be given the teacher by a psycho-educational consultant or a crisis teacher.
2. The crisis teacher program. A child is placed with the crisis teacher for varying periods of time, based on the ability of the child to handle himself in the regular classroom. He maintains his place in and identity with his regular classroom. The crisis teacher works with the regular teacher in scheduling and planning for the child. This type of program permits the crisis teacher to handle a large number of children—perhaps 40 to 60 during any school year.
3. Special classes for the emotionally disturbed. For certain pupils with chronic and deep-seated difficulties it is necessary to provide a special education class.

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1. Bower, Eli M. *Early Identification of Emotionally Handicapped Children in School*, 1960
2. *Guidelines for Program Planning for Emotionally Disturbed Children*

Objectives of the Program for the Emotionally Disturbed

1. Prevention of emotional disturbance should be the initial effort of the school.
2. Comprehensive concern in programming should be for the needs of the child rather than the needs of the school division.
3. The basic goal of the program should be the return of the child to the regular classroom.
4. The curriculum should be modified on the basis of the child's nature and his needs.
5. The program should reduce the vulnerability of the child to emotional stress.

Identification of the Emotionally Disturbed

The emotionally disturbed child should be identified by the admissions committee, based on evaluations such as the following:

School records—cumulative records containing systematic observations by teachers
Interviews with parents
Individual psychological evaluations
Evaluations by:
Psychologist and/or psychiatrist
Child Guidance Clinic
Visiting teacher
Pediatrician or family physician
Private or community agency

If further professional services are indicated, then appropriate referral procedures should be followed.

Physical Facilities

The classroom should be located in a regular public school building and situated so as to be relatively free from noises and external disturbances. The room should be large enough to provide space for screens or cubicles when these are necessary for individual privacy from group stimulation.

Staff Requirements

A teacher who is endorsed according to the requirements stated in the State Board of Education Certification Regulations for teachers of the emotionally disturbed. Services of special resource personnel such as:

Psychiatrist
Psychologist
Visiting teacher
Guidance counselor

LEARNING DISABLED

"Children with special learning disabilities exhibit a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written languages. These may be manifested in disorders of listening, thinking, talking, reading, writing, spelling or arithmetic. They include conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia, etc. They do not include learning problems which are due primarily to visual, hearing or motor handicaps, to mental retardation, emotional disturbance or to environmental disadvantage." [1]

1. These children's handicaps are in learning processes and are revealed primarily in the skills taught in schools. Although education is the discipline fundamentally responsible for instruction, other disciplines contribute to the understanding of their disabilities.
2. The nature of children with learning disabilities is complex. No single profile of abilities-disabilities represents this group. Heterogeneity must be expected.
3. Children with learning disabilities require individually tailored educational plans. Some require 24 hour programming when first identified; others need modifications of the educational program which can be provided by the classroom teacher. The educational plan needs to consider implications from all contributing disciplines and balance many factors into an integrated design for steady, successful progress.
4. Careful, continuous evaluation of each child's educational progress must be built into the program.
5. Communication concerning this educational progress must be developed between the special educator and the regular class teacher.
6. Programs for children with learning disabilities must be developed under the direct responsibility of a professionally capable educator.
7. The teacher must be encouraged to continue growth in professional skills, knowledge, and practices.
8. There must be an administrative commitment to and arrangement for the special service program. There are mini-

1. *First Annual Report National Advisory Committee on Handicapped Children,* (January 31, 1968). U. S. Department of Health, Education, and Welfare.

mal requirements not only for the teacher but also for the local school division.

I. Guidelines for Reimbursement

When a school division decides to seek State reimbursement for a program for Learning Disabilities it shall assure the State Department of Education that the State guidelines shall be followed:

A. Adequate supervision will be provided.

B. Services of other available school specialists will support the Learning Disabilities program:

1. School Psychologists
2. Visiting Teachers
3. Reading and Speech Specialists

C. Diagnostic services will be available (at least on a part-time commitment) from medical and paramedical disciplines or community agencies. These may include:

1. Pediatrics
2. Neurology
3. Audiology
4. Optometry
5. Psychiatry
6. Ophthalmology
7. Others—as dictated by the individual child's problem.

D. Continuing diagnostic procedures with additional clinical evaluation are available and individual re-evaluation is conducted at regular intervals—at least every six months.

E. Child records are adequately kept and available to teachers and designated staff of the State Department of Education at time of visitations.

F. Trained teachers, or those with a minimum of nine semester hours towards endorsement, earning credits at the rate of six semester hours per year to complete endorsement requirements, are employed and utilized according to guidelines.

G. Teachers may be assisted by teacher aides.

II. Services Offered by Learning Disabilities Teachers

A. Consulting and Coordinating Activities

1. Provide definitive educational evaluation and program recommendations to the diagnostic team, extracting implications for teaching milieu, methods, and materials.

2. Assist central administration with choice of educational placements, transition of the child from one education placement to another, including return to regular grade.

3. Serve as translator of team diagnostics and evaluation data to regular class teacher to accompany special services or during transition back to grade. Assist teachers with daily lesson planning and preparation of special materials as required.

4. Assist parents in understanding school program and in providing corresponding complementary home management and training.

B. Special Teaching Activities

1. Implement specialized instruction on part- or full-time basis with those children whose handicapping conditions requires significant modification of the educational program from that of the regular class.

2. Maintain adequate daily records of instructional success and child progress in order to:

a. Serve as feedback agent to a variety of team diagnosticians who may be variously involved with the child's total educational and treatment plan.

b. Assist in regular re-evaluation with Program Supervisor of progress and suitability of educational plan for children with Learning Disabilities.

3. Make recommendations for transition of children from grade to special services and for return to grade. Coordinate special and regular class programs.

III. School Division Organization of Learning Disabilities Program

A school division may choose to request reimbursement for Resource or Special Class Teachers. These vary in role.

A. *Resource Teacher.* Although a teacher and instruction oriented, the resource teacher is one whose duties are more heavily weighted toward *consultative and coordinating activities* (or indirect teaching) than to *direct teaching activities.* These services are most pertinent to the moderately handicapped child whose special educational needs can be adequately met by coordinating direct special teaching on a scheduled basis with a modified regular class instructional program.

B. *Special Class Teacher.* The teacher in a self-contained unit serves the more seriously handicapped child whose instructional needs temporarily require removal from the regular classroom with special educational programming. When the progress of the individual child indicates a return to the regular class, the special class teacher assists in this transition, ideally with the assistance of a resource teacher.

The time of the special class teacher is more heavily weighted toward teaching activities. However, a portion of the school day must be reserved for recording, preparation, and coordinating activities associated with the progress of the children in the special class unit.

IV. School Division Utilization of Learning Disabilities Teachers

A school division is encouraged to initiate programs in learning disabilities through a plan for both resource and special class teachers. When a single, first position is established, it is recommended that a resource teacher be used to assist in the identification of needs for a total services program.

The State reimburses these positions primarily for the instruction of handicapped children. Consequently, the limits on personnel usage are set.

A. Limits:

1. At least 60% of total learning disabilities staff time will be assigned to *teaching activities* over a yearly average.

Example: Thus, a system may choose to use a single resource teacher primarily for educational evaluation with a diagnostic team. However, the programs must

be implemented to be of any value. Consequently, a 100% *consultative-coordinating resource teacher* for diagnostics must be balanced by *resource teachers* providing instruction.

2. No more than 70% of time may be utilized for *direct teaching activities*, as the *coordinating* aspects of the program are a simultaneous commitment.

   Example: The self-contained unit cannot operate efficiently if the teacher is provided no time for consulting with other treatment team members and for coordinating home and school program.

3. Many *system* patterns are possible with several positions. The average daily patterns for individual teachers would be:

   a. Resource — 60% Consultation-Coordination, 40% Teaching

   b. Special Class — 30% Consultation-Coordination, 70% Teaching

   Example: The *resource teacher* whose role is to work in a single school effects programs for several children but the commitment to *coordination and consultation* increases rapidly.

SPEECH HANDICAPPED

"Speech is defective when it deviates so far from the speech of other people that it calls attention to itself, interferes with communication, or causes its possessor to be maladjusted. Speech is defective when it is conspicuous, unintelligible, or unpleasant." [1]

Children with speech defects may out number those children with other types of handicapping conditions. Approximately five percent of the school population can be expected to need speech habilitation. Statistics also show that communicative disorders are increasing. The primary purpose of a speech therapy program is to provide a thorough diagnosis and evaluation of a child's speech disorder and to design and administer therapeutic procedures to meet the individual need.

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1. Van Riper, Charles. *Speech Correction, Principles and Method*, Prentice-Hall, Incorporated, Englewood Cliffs, New Jersey, Fourth Edition, 1964. Page 16

SPEECH PROBLEMS WHICH MIGHT BE FOUND IN THE CLASSROOM

There are various types of organic and functional defects in oral communication, but the speech difficulties that are most prevalent in the public schools can be listed according to their frequency.

Articulation Disorder—usually characterized by substitutions, omissions, additions or distortions of sounds.

Stuttering—noticeable when fluency of speech is interrupted by hesitations, stoppages, or repetitions and prolongations of speech sounds.

Voice Disorder—characterized by abnormal deviation in pitch, quality, manner of projection, and breathing pattern.

Language Disorder—varies from no speech to limited speech or retarded language development.

STEPS TO BE CONSIDERED IN ORGANIZING A SPEECH PROGRAM

1. Conducting a preliminary survey to determine the number of children with speech problems; subsequent surveys should be made in selected grades.

2. Determining the nature and extent of the program on the basis of findings revealed through the testing survey.

3. Employing a speech specialist who is certified according to State certification requirements.

4. Providing, in addition to the salary of the speech specialist, an allowance sufficient for his travel, an adequate room to administer therapy with appropriate equipment.

SPEECH CORRECTION

A. Eligibility of children selected for speech therapy should be based upon:

A diagnostic speech test, including examination of the speech mechanism

Audiometric test results

Physical examination, if warranted

Psychological study, when indicated

B. Selection of Children for speech correction should be determined by:

Prognosis—selecting those children who can profit from therapy after a consideration of such factors as child and

parent attitudes, the degree of organic involvement, and the nature of the speech problem.

Degree of severity—selecting those children whose speech problems are interfering with or hindering communication and those who are affected emotionally by speech difficulties and factors of maturation and intelligence warrant it.

Case load—selecting the number of children with whom the speech specialist can work effectively, and including a combination of speech difficulties ranging in nature from mild to severe. Best results are obtained when the case load is kept within the range of 50 to 75.

C. Speech Correction for the Homebound Child

Homebound children with speech problems should be included in the speech correction program, if they can profit by therapy and if this service can be scheduled within practical limits.

D. Scheduling and Grouping

Therapy classes should meet at least twice a week for a period of 20-30 minutes per session.

Classes should be organized and ready for therapy as soon as possible at the beginning of the school year.

Coordinating activities should be scheduled for a full day or not less than one-half day per week. This time can be used profitably for coordinating activities, conferring with parents and teachers, visiting classrooms, administering speech tests, making audiometric examinations, and individual therapy with more severe speech cases.

The speech specialist should be free to group children according to speech needs and work with groups where the number of children will permit him to work effectively toward speech improvement.

It is best not to dissipate the energies of the speech specialist by distributing his services over a wide territory. The number of schools served at one time should not exceed four.

E. Facilities and Equipment

The local school system is responsible for providing from local funds necessary facilities, equipment, and supplies for the speech program. Facilities and equipment should include the following:

1. Office and supplies for the speech specialist, including such items as a desk, telephone, filing cabinet, shelves for books, supplies and materials.

2. A speech room no less than 10 feet x 12 feet, well heated, well lighted, ventilated and free from disturbing noises (auditoriums and cafeterias are too spacious for adequate speech instruction). Speech rooms should be equipped with suitable chairs, a table, blackboard, bulletin board, electrical outlet, storage space with lock and key, and a mirror located where it permits a reflection of tongue and lip formation in making sounds. Other available supplies should include:

   Audiometer (portable)—standard pure tone

   Tape recorder (portable)

   Auditory training unit—when needed

   Record player (portable)

   Albums of speech records

   Film projectors (over-head, filmstrip, 16 MM)

   Speech testing materials

   Therapy materials (speech games, stimulation materials, toys and items used in oral-aural training)

   Speech information for teachers and parents

   Professional literature—books and magazines

SPEECH IMPROVEMENT

Speech education should be a component of the total education program. The objectives of speech improvement in the classroom should include:

Helping those children who have "normal" speech and those who have a special talent for speech to develop effective communicative skills.

Assisting those children in the classroom who have so-called minor speech or voice problems.

Developing skills learned in speech classes for those children who have a speech handicap.

The function of the specialist in a speech improvement program should be of a consultative nature. He should assist the class room teacher by: demonstrating specific techniques, providing useful materials, conducting workshops for classroom teachers, and working with the teacher in preparing bulletins and materials.

HEARING IMPAIRED

Hearing impairment is a communication disorder due to a reduction in hearing sensitivity. Hearing impaired children are grouped according to degree of impairment:

Slight — Mild — Moderate — Severe — Extreme.

I. *Educational Needs of Children with Impaired Hearing*
The educational needs of the child with a hearing impairment are essentially the same as those of the child with normal hearing. The hearing impaired child should be considered first of all as a "child" and secondly as a child with sensory deprivations. Like a child with normal hearing, the child with a hearing impairment may do very well in one academic area or skill and poorly in another area or skill. Therefore, a child with impaired hearing should be studied from many points of view. Consideration should be given to each of the following:

1. *Nature and extent of hearing loss.* Hearing losses may be classified as slight, mild, moderate, severe, and extreme based on the audiological concept of degree of impairment as measured in decibels. The greater the amount of residual hearing, the higher the level of expectation for the functioning of a child.

2. *Age of onset of hearing loss.* Probably the most significant factor affecting the functional level of the hearing impaired child is the level of development attained prior to the occurrence of the impairment. The child who has acquired language in the normal way, through hearing, and remembers language and speech patterns has an advantage over the child whose impairment occurred at birth or in early infancy.

3. *Auditory experiences.* Early identification and assessment of hearing impairment are of little value if not followed by habilitative procedures. The child with no useful residual hearing is rare. With the use of appropriate amplification a child will begin to experience the sound of his own voice as well as the voices of others. Auditory feedback of his voice, with the meaningfulness it acquires, provides stimulus to the child's development of language and speech. The child who lives in a sound oriented environment has an advantage over the child whose world is silent.

4. *Experimental environment.* A favorable environment created by understanding parents can provide experiences which will reduce the devastating effect of hearing impairment. Although the child with impaired hearing will not perceive his world in precisely the same manner as his hearing brother, he will benefit from perceiving it through the same kinds of experiences. He should have many opportunities to develop conceptual thinking, acquire the ability to receive and understand spoken language, and use language to express his ideas and needs in speech. Advantage must be taken of the early years, the "critical" years for language acquisition.

   An educational program for the hearing impaired in a public school setting should be comprehensive. It should include a number of plans for meeting the needs of children whose functioning levels differ widely. It should be flexible so that a child can be rescheduled within the program, transferred out of the program to a regular classroom or other special program, or transferred to or from a residential school at any point in time. It should provide a variety of educational experiences for children of different ages.

II. *Effects of Hearing Impairment on Educational Management*
Consideration of type of hearing impairment, time of onset of hearing impairment, and degree of hearing impairment is necessary to effective educational management for a child. The two major types of hearing impairment are conductive and sensorineural. At the present time, a sensorineural loss is not subject to medical remediation and requires long term educational management. Although a conductive loss may respond to medical treatment or surgery, if the loss is related to frequent colds, allergies, or recurring middle ear infection, educational planning is also necessary. A child whose hearing loss occurred after the acquisition of language presents a different educational problem from the child whose loss occurred before the acquisition of language or at birth. Impaired hearing is a communication disability which impedes informational growth, social competency, emotional maturity, the level and extent of cognitive processes and intellectual activity in proportion to the degree or severity of the impairment. Although variations in the use of identical degrees of residual hearing occur among children, degree of impairment must be considered in educational planning for

a child. Hearing losses are described as slight, mild, moderate, severe, and extreme.

1. *Slight Impairment.* A child with a slight hearing impairment generally will not have difficulties in conversation or school situations. Under unfavorable listening conditions, he may have difficulty hearing faint or distant speech. A hearing aid is *not* recommended. This child should function well in the regular classroom.

2. *Mild Impairment.* A child with a mild hearing loss may have difficulty understanding speech unless he is close to the speaker. He may miss some of the classroom discussion, particularly if the speaker has a quiet voice or is across the room. In other unfavorable listening situations, he may also experience difficulty in communication. Some slight speech problems may be noted and may necessitate help with speech. A hearing aid may be indicated. The child with a mild loss may need instruction in auditory discrimination, speech, speech reading, and language. He may have problems in some academic areas but may excel in others. He will probably do well in a regular classroom with special help in a resource room or from an itinerant hearing therapist.

3. *Moderate Impairment.* Among the children with moderate hearing losses, many function like children with mild hearing impairments; others function like children with severe hearing impairments. Flexibility in scheduling for children with a moderate hearing loss is mandatory. Generally, the child with a moderate hearing loss should be integrated with normal hearing children for academic and recreational activities in which he is likely to experience success. For those academic subjects and special skills with which he is experiencing particular difficulty, he should receive supplementary instruction from a resource room teacher or an itinerant specialist.

4. *Severe Impairment.* Usually the child with a severe hearing loss will need specialized help in most academic work, language development, and communication skills. He may participate in certain activities; for example, art work, even mathematics, in a regular classroom setting. Determination of educational management of the child with a severe hearing impairment should be based mainly on extended observations and careful evaluation of his performance in *all* subjects and activities.

EDUCATIONAL NEEDS BASED ON SEVERITY OF HEARING LOSS

Degree of Loss	Effect of Hearing Loss on Language and the Understanding of Speech	Educational Needs
SLIGHT 10 dB to 20 dB (ASA) or 21 dB to 31 dB (ISO)	May not experience educational and conversational difficulty May have difficulty only when speaker is at a distance or speaking very faintly	Hearing aid *not* recommended Needs consideration in seating and lighting (near front of room) Speech reading *not* indicated. Generally will not need speech therapy or auditory training
MILD 20 to 35 (ASA) dB 31 to 46 (ISO)	May have difficulty with understanding speech in all but face to face situations May miss class discussion if speaker has quiet voice or is across the room May exhibit some speech problems; slight in nature	Hearing aid might be useful for class Needs special seating consideration Speech reading generally not successful due to amount of residual hearing May need auditory discrimination Speech conservation and therapy may be necessary May need extra help with academic work. May need help with language

EDUCATIONAL NEEDS BASED ON SEVERITY OF HEARING LOSS—Cont.

Degree of Loss	Effect of Hearing Loss on Language and the Understanding of Speech	Educational Needs
MODERATE 35 to 60 (ASA) dB 46 to 71 (ISO)	Can understand loud conversation at close range. (3-5 feet) Will have difficulty with academic work requiring verbal instruction Will have trouble with class discussions Will be very likely delayed in language development and may not know some things normal hearing child of his age knows May have speech problem characterized by distortions, substitutions, and omissions of certain consonant sounds May have limited vocabulary May unwittingly misunderstand homework assignments and class assignments	Needs speech reading Needs auditory discrimination Needs hearing aid Needs speech training Will need special help with language Needs favorable seating and/or special help from resource room teacher specializing in teaching the hearing impaired May need special class placement

EDUCATIONAL NEEDS BASED ON SEVERITY OF HEARING LOSS—Cont.

Degree of Loss	Effect of Hearing Loss on Language and the Understanding of Speech	Educational Needs
SEVERE 60 to 80 (ASA) dB 71 to 91 (ISO)	May be able to hear moderate voice within a foot of ear Will hear some loud noises at distance: (e.g.) auto horns, large trucks Will be delayed in speech and language Will have limited vocabulary	Speech reading Hearing aid needed Auditory discrimination Language development and speech program by special teacher Special classes on elementary level for hearing impaired except for selected students May manage in regular class with resource room teacher for academic tutoring and speech and language
EXTREME 80 to 110 (ASA) dB 91 + (ISO)	May hear loud shout one inch from ear to no response at all. May be unaware of loud noises but may respond to loud sounds close to ear Will not develop speech and language spontaneously	Speech reading Auditory discrimination Speech training Hearing aid indicated Special techniques required and language through visual, auditory and tactile stimuli Special class indicated for most children. Regular classes only for selected students

5. *Extreme Impairment.* Although children with minimal usable hearing have been traditionally classified as "deaf," the term "extreme hearing impairment" is more meaningful. Children with profound hearing losses do not develop speech and language normally but can be taught these abilities through special instruction. They require special instruction for most academic subjects. However, they are able to participate with hearing children in non-academic activities; for example, art, physical education, lunch and recreation.

III. *Educational Program*

Flexibility in planning educational experiences by permitting overlap between age groupings is recommended to provide for individual developmental differences.

A. *Less than one year to three years.*

For some children with impaired hearing, particularly those with moderate, severe, and extreme hearing losses.

Clinical work (a few hours per week) with child and parents

Language development, especially reception of words, phrases and sentences

Communication work: lipreading, auditory training, and beginning speech development

Parent counseling and education

Home visits by teacher to stress development of language and communication at home

B. *Preschool: two-five years.*

For some children with impaired hearing, particularly those with moderate, severe, and extreme hearing losses.

Half day to full day attendance in classes for the hearing impaired

School program similar to regular nursery and kindergarten program, but with much attention to work on language and communication

Individual and small group tutorial sessions

Parent counseling and education

Close parent-school contact

Work on language and communication at home stressed

Integration of some children into nurseries and kindergartens.

C. *Primary and elementary grades.*

For some children with impaired hearing, particularly those with slight and mild losses and some of those with moderate losses. These children generally develop language and communication naturally, as hearing people do.

Attendance in regular classes in school

Complete evaluation and periodic checkup of hearing

Amplification, if prescribed

Special consideration in the classroom

Attention to psycho-social adjustment

Special help from a speech and hearing therapist or resource teacher of the hearing impaired in

Lipreading

Auditory training

Speech conservation and correction

Language help with vocabulary and language, general or related to school subjects

For some children with impaired hearing, particularly those with severe and extreme hearing losses and some of those with moderate losses. The majority of these children are somewhat academically retarded, from one to three years if young, more if older.

Full day attendance for all children

All academic and skill areas of regular curriculum: reading, language skills, arithmetic, social studies, science, etc.

Continuing work in development, maintenance, correction of language and communication

Interweaving of language and communication with all areas of the curriculum

Parent counseling and education

Close parent-school contact

Work on language and communication at home stressed

Integration of most children with hearing children in non-academic classes: physical education and art

Integration into some regular academic classes of these hearing impaired children with good academic, language, and communication abilities

Special assignment to a teachable group in an appropriately equipped room for all or part of the school day

D. *Junior high and senior high school.*

For some children with impaired hearing, particularly those with slight and mild losses, and some with moderate losses. These children generally develop language and communication naturally, as hearing people do.

Attendance in regular classes in school

Complete evaluation and periodic checkup of hearing

Amplification, if prescribed

Special consideration in the classroom

Attention to psycho-social adjustment

Special help from a speech and hearing therapist or resource teacher of the hearing impaired based on need.

Some will no longer need lipreading lessons and auditory training

Language help with vocabulary and language, general and related to school subjects

For some children with impaired hearing, particularly those with severe and extreme hearing losses and some of those with moderate losses. The majority of these children are academically retarded three or more years.

Usually begin multi-track programs:

The academically-able, a small minority, take regular high school subjects with continuing emphasis on language and communication

The majority take appropriate programs consisting of academic classes, vocational and pre-vocational training, and work-study programs

Integration of most children in non-academic classes: art, physical education, homemaking, shop, etc.

Integration into some regular academic classes of those hearing impaired children with good academic, language and communication abilities, with the teacher of the hearing impaired as a resource teacher

Academic areas, particularly English and social studies, taught by a teacher of the hearing impaired, for the majority of the hearing impaired

Some day students transferred to a residential facility

Cooperation with local and State Vocational Rehabilitation Offices

IV. *Implementation*

The goal of a State-wide program for the education of the hearing impaired is to develop fully the abilities and talents of hearing impaired children. Encouragement should be given to the strengthening of programs already in operation. In the institution of new programs, priority should be given to the establishment of preschool classes. However, when a division or region has failed, after careful screening, to locate a sufficient number of children to justify a preschool class but has found a sufficient number of children on the primary or intermediate level, such division or region may begin by establishing either a primary or intermediate class.

A. A State-wide program for the education of the hearing impaired should include a number of plans. Among these are division centers, regional centers, State residential schools, and provisions for tuition assistance.

1. *Division Centers*

The division center plan may be appropriate for large school divisions, particularly those in urban areas where transportation does not present a serious problem.

An adequate sequence for such a program is:

Preschool level (one class)	minimum number of children—4 maximum number of children—7
*Primary level (one class)	minimum number of children—4 maximum number of children—7
**Intermediate level (one class)	minimum number of children—4 maximum number of children—7
***Secondary level (junior high & senior high) (one class)	minimum number of children—5 maximum number of children—8

* No minimum number for primary level if division has had a preschool program.

** No minimum number for intermediate level if division has had a preschool or a primary class.

*** Minimum does not apply if there are prior programs. Total number of students for whom teacher of the hearing impaired is responsible shall not exceed 16.

2. *Regional Centers*

The regional center plan may be more appropriate for two or more adjacent school divisions where the number of hearing impaired children is not large enough to develop a program within a single school division. The area to be served may be limited by topographical and transportation considerations.

3. *State Residential Schools*

There are two residential schools in Virginia: The Virginia School for the Deaf and the Blind in Staunton and The Virginia School at Hampton.

B. *Admission*

Admission to the educational program for hearing impaired children shall depend upon a positive determination that a significant obtained hearing loss has resulted or is likely to result in:

1. Failure in adequate and normal language development
2. Failure in optimum academic functioning
3. Failure in the development of adequate communication skills

Obtained audiometric results should not be the single factor in determining a child's educational placement. It should be carefully borne in mind that some children, audiometrically classified as hard of hearing, might well be functioning on the level of the educationally deaf and require very extensive services; whereas some children, audiometrically classified as deaf, might well be functioning as educationally hard-of-hearing and be able to spend significant portions of their day in the regular classroom.

Pupil personnel management, therefore, requires continuous assessment and frequent rescheduling within the framework of a given program—formal audiometric classification not withstanding.

VISUALLY IMPAIRED

Under existing State statutes, the Virginia Commission for the Visually Handicapped has the responsibility for the education of visually impaired children in public and private schools. The Commission provides training in Braille reading and assists localities in the operation of classes for blind and partially blind children.

Teachers of classes for visually impaired children should meet endorsement requirements of the State Board of Education.

The Special Education Service of the State Department of Education has responsibility for the purchase of instructional materials for children classified as legally blind enrolled in the public schools. These books are purchased through a Federal quota system based on the annual census of legally blind children enrolled in the public schools of the Commonwealth of Virginia. The Special Education Service maintains a Braille and Large Type library which is served by a Braille librarian. Schools may borrow books from this library or submit orders to the Special Education Service, State Department of Education, Richmond, Virginia 23216 (or through the Virginia Commission for the Visually Handicapped) for books to be purchased when they are not in the library, provided the textbooks are listed on the State adoption list and the student qualifies for the books. A medical report is required on each student qualifying. These reports are deposited with the Virginia Commission for the Visually Handicapped, 3003 Parkwood Avenue, Richmond, Virginia 23221.

All Braille and Large Type books may be shipped by parcel post free provided the cartons are labeled "Free Reading Matter for the Blind."

HOMEBOUND

The public schools have a responsibility in meeting the educational needs of children who are confined to their homes because of illness, accident, or congenital deformity. Frequently, these children are unable to attend school for an extended period of time. Home instruction enables the child to continue his schooling while confined to his home. Educators and physicians also recognize the therapeutic value of homebound instruction.

Eligibility

A child is eligible for home instruction if medical evidence shows that he is physically unable to attend the regular public school. Eligibility is determined on the basis of information submitted by a competent physician. If a child is suffering from an emotional disorder and the attending psychiatrist or the examining clinicial psychologist recommends that he should have home instruction as a part of his treatment, such instruction may be furnished. A child who is enrolled in a special education class for educable mentally retarded children may be eligible for home instruction.

In so far as State regulations are concerned, home instruction is available to children of school age (6 to 19) who are unable to attend regular school because of illness, emotional disturbance, pregnancy, congenital deformity, or accident provided:

1. The inability of the pupil to attend school on account of one of the foregoing reasons as attested to by a physician, or a psychiatrist or psychologist in instances of emotional disorder, on forms prescribed by the State Department of Education.

2. The teacher holds a certificate in full force issued in accordance with the rules and regulations of the State Board of Education.

For completely individualized instruction (one home teacher for one pupil) a local school board may be reimbursed 60% of the local rate paid per hour of instruction not to exceed established State scale per hour.

For pregnant girls, it is recognized that it may be desirable and practical for localities to provide instruction on a small group basis. For such instruction, reimbursement may be provided on the basis of 60% of the local hourly rate of teaching not to exceed the established State scale per hour.

Procedures for Making Application for Home Instruction

Two copies of the medical forms, signed by the attending physician, should be sent to the office of the Special Education Service. If approved, one form will be kept in the files of the State office and the other will be returned to the local school superintendent.

State funds will be provided on the basis of each request and modified if a reduction or extension of time is necessary.

New medical information forms are not required at the beginning of the new school year for the child who has been on home instruction for the preceding year, providing the disability remains the same. The local school superintendent should advise the Special Education Service at the beginning of the new school year that the child will remain on the home instruction program. It is desirable that the child with a chronic or extended disability be re-examined medically every two or three years. A new medical form signed by the examining physician should be submitted to the Special Education Service when the examination is made.

Hours of Home Instruction

Elementary school pupils are allowed five hours per week or twenty hours per month. Secondary school pupils are allowed five hours per week for two credit subjects, or 10 hours per week for three or four subjects. All time allotments for home instruction should be with the approval of the attending physician.

A child receiving home instruction is carried in the Daily Register of the class in which he is enrolled, provided he receives instruction for the alloted five or 10 hours per week. This specific allotment of time designates the total hours of instruction for which reimbursement may be received from State funds. If the local school officials wish to provide more time for instructional purposes, they may do so at their own expense.

The program for home instruction is set up on the basis of the regular school year. A child may receive this service for a few weeks or for several years, depending upon the nature and duration of his illness or disability. If it is thought advisable, and the physician approves, home instruction may be given during the summer months. The State Special Education Office should be advised whenever home instruction is extended during the summer.

Credit for Work Achieved Under Home Instruction

The child should receive credit for the actual work achieved. Any child who is receiving home instruction at the high school level is entitled, under existing State regulations, to receive two units of credit on two subjects carried for five hours a week. Four subjects may be approved with ten hours of instruction each week if the physical condition of the pupil permits.

The Teacher

Teachers of homebound children are required to hold valid teachers' certificates. They should have a broad background of professional training and experience in order to adapt instruction to each pupil's needs. Teachers engaging in home instruction should be able to adjust to varied home situations.

It is important for the teacher to recognize that her position is comparable to that of any good teacher in the regular school situation and that her program is a part of the regular school program. She is the key person in a team of workers whose functions are to provide materials and instruction which will enable the homebound pupil to attain the fullest possible development.

Home-to-School Telephone

The home-to-school telephone is being used successfully for home instruction for children who have reached the fourth grade level of achievement and are able to work independently. The success with which the home-to-school telephone can be used depends upon the ability of the pupil and the extent of his illness or disability. It requires the full cooperation of the parents in the home and the teacher in the classroom. The child should be visited by the teacher at regular intervals.

Terminating the Program

Termination of home instruction, like the initiation, should be medically indicated. If the physician, after examination of the pupil, states that he is able to return to regular school, the teacher has the responsibility for preparing the pupil, family, and school for his readjustment to school routine.

Careful reporting of the pupil's progress under home instruction should be forwarded, along with his record of academic achievement, to the classroom teacher through the principal of the school. There should be some analysis of his strengths, weaknesses, needs, abilities and interests.

HOSPITALIZED

Illness that results in physical disability or requires extended periods of inactivity and hospitalization can produce social and educational retardation. Experience has demonstrated that instructional programs for hospitalized children not only assist in bridging the educational gap while the child is absent from school but also serve as therapy in hastening recovery.

Hospital Class Programs Based on Request and Need

The Special Education Service is authorized to make reimbursement on the salaries of hospital class teachers throughout Virginia. This service is given whenever the need for the services of such a teacher is requested and justified. In each instance, it is necessary for the local division superintendent of schools to determine the need for teachers in hospitals and to obtain approval for the class through the Director of Special Education Services and the administrator of the hospital where the class will be located.

Nature of Hospital Instruction

The basic curriculum of the hospital program is similar to that of the regular classroom. An individualized educational plan is developed for each child based on medical, educational, psychological and/or psychiatric recommendations. Instruction may be at bedside or within the classroom. Scheduling for each individual may include individual and/or group instruction.

Operation of Hospital Class Programs

Hospital teachers are employed by local School Boards and are, therefore, local employees subject to all rules and regulations of teachers in the local school division. State personnel are available for consultation on the instructional program.

Since Special Education funds of the State Department of Education are used to reimburse on the salaries of these teachers, this office carries responsibility to follow-up on the children as they move from local school divisions to hospitals and back to local school divisions. It is in the best interest of the children to have accurate records exchanged between the hospital and the school. It is also necessary to secure from the teachers reports for statistical purposes and justification of expenditures.

When cumulative reports are received from the teachers, certain information is extracted for permanent files in order that

children later eligible for Vocational Rehabilitation may be noted. In other instances, these forms are sent to the local Superintendent with a cover letter stating that if the child requires home instruction funds from the State will be available for same. If no home instruction is needed, the report serves as a record of the child's work at the hospital which reports will be of value to the local teacher.

While in the hospital under the instruction of teachers holding valid teaching certificates whose salaries are fully reimbursed from State funds, the children should *not* be carried on the local school register. They should be dropped for the period while in the hospital and re-entered on their return to school.

Teachers should be endorsed in the area of special education related to the children served within the hospital and/or in the subject area related to the teaching assignment.

Some instructional supplies are provided by the Special Education Service to supplement the supplies made available to hospitals by voluntary organizations and funds specifically set up for the benefit of the patients. Supplies will be limited to those items which are used directly in the instructional program. Funds cannot be used for equipment and machines.

Well in advance of the beginning of the school term, the teacher should prepare a list of items needed for the school year and submit the list for approval. The request will be made within the limit of the amount of State funds available. In some instances, shipment will be made directly from the supplier. In the case of textbooks, the teacher may be given authority from this office to secure the required books from the local book supply.

Requisitions will be made by the local superintendent for reimbursement on purchases of textbooks and supplies, which requests have been approved by the office of Special Education. The reimbursement will be made on a semiannual or annual basis as desired.

VISITING TEACHER

The visiting teacher marshals the resources of the home, school and community on behalf of the troubled school child. Through a study of the various factors relating to the child's total environment, the visiting teacher endeavors to assist the student who is experiencing learning difficulties or problems of personal adjustment. Using the casework method the visiting teacher (sometimes called the school social worker) operates within the educational framework. The superintendent, as administrative head of the school division, determines the organizational framework within which the visiting teacher and other staff members function.

The prime responsibility of the visiting teacher is to assist in the solution of problems of individual adjustment by uniting the efforts of the home, school and community toward the maximum development of each individual through education. To perform this service the visiting teacher works in the following areas:

Home—Works with parents toward adjustment in the home situation; refers family to outside agencies, etc.

Community—Prepares client for referral; uses social agencies and cooperates in case planning; serves on community committees; participates in professional activities, etc.

School—Acts as school consultant on children with special problems; coordinates plans of the school, home, and community agencies.

In general the contributions of the visiting teacher are as follows:

1. Casework involving an individualized approach to understanding and assisting in modification of problems of adjustment through an extensive knowledge of human behavior and skill in interviewing.
2. Skillful utilization of community resources in the process of working with children and parents.
3. Consultation services to staff members concerning child growth and development and problems of adjustment.
4. Continuous collaboration with teachers, administrators, and other noninstructional personnel in gathering and sharing information about students, designed to modify or resolve student adjustment problems.

SCHOOL PSYCHOLOGIST

School divisions need a school psychologist on the staff to bring further understandings of human behavior opened up by the continuing advances in scientific and professional psychology. The school psychologist must be well trained in the basic concepts of theoretical and experimental psychology as well as in clinical techniques. To apply his psychological understandings and skills effectively in the school setting, he must also be well trained in education, experienced in working in the school setting, realistic in his understanding of the functions, the methods, and the problems of the school, and knowledgeable about the role of the teacher in the classroom.

The school psychologist serves individual children, who have been referred according to locally established procedures. Such service to individual children is the foundation upon which other services to the school division are built. The psychologist makes an important contribution through his impact on the classroom teacher and on the administration by assisting with specific problems and by broadening understandings of the psychological forces affecting these problems.

The school psychologist is a member of the local school division staff whose training and experience qualifies him to render the following services:

1. *Consultative Services* to parents, teachers, administrative and supervisory personnel, in respect to factors which affect the child's learning and optimum adjustment to his social and educational environment. This involves prevention as well as rehabilitation. As a member of the educational team, the school psychologist makes recommendations to school personnel regarding curriculum planning and programming for children with significant adjustment problems in both general and special education.
2. *Diagnostic Services* which involve evaluating and interpreting the intellectual, social and emotional development of children and youth. In this capacity the school psychologist uses a variety of clinical techniques to diagnose the antecedents of the disability. The school psychologist interprets the academic liabilities which handicap the child in his school environment, as well as the personality problems which interfere with the child's overall attempts to develop a secure, well integrated personality. In this way, the school psychologist applies psychology as a body of knowledge on human behavior to the educational situation.

3. *Research Services* which require particular competencies in experimental and developmental psychology, as well as skill in statistical inference. The psychologist in a public school system may find little time for this service at the outset but should gradually assume some responsibility in this direction, either independently or in cooperation with other services in the schools.

While the school psychologist will have the competencies through training and experience to render the kinds of services mentioned above, the nature and scope of his activities will be influenced by:

1. The school population and the size and type of the school division where he is employed.
2. The number of special departments and special personnel employed in a school division.
3. The extent of training, the special skills, competencies and interests of the psychologist.

NATURE OF THE PSYCHOLOGIST REPORT

Necessary to the Evaluation of the Child's Nature and Needs

The individual psychological evaluation is an important part of the total information considered in examining the nature and needs of the individual child. It is one of several steps in the process of evaluation.

The psychological examination should be a reliable record of information for those who use it; therefore, it should be administered by a State Board approved and or State licensed psychologist.

Significant background information concerning the child (developmental, physical, social, educational, etc.) should be made available to the psychologist prior to the date of examination. This information can be secured by the visiting teacher in cooperation with the present classroom teacher(s), the principal, the appropriate supervisor, or other appropriate personnel.

Essentials of A Psychological Report

The psychological examiner should give a written report of his findings. The report should be comprehensive, precise, and expressed in language which can be understood and interpreted by teachers and others who use it.

The essential elements of a psychological report should include the following:

A. Identifying information

Name, birth date, parents, address of child, name of school and grade, number of siblings

B. Reason for referral

C. Name of test(s), name of examiner, and date administered

D. Test(s) results

1. Psychological scores

Intelligence quotient (IQ) with significant sub-test scores

Mental age development (M.A.)

Probable academic potential

2. Personality inventories

E. Findings

Child's reaction to the testing-attitude and behavior

Anything striking or unusual in appearance

Psychologist's evaluation based on total test findings

Psychologist's recommendations relative to child's nature and needs, including suggestions for behavioral management

F. Conference to discuss findings

Confidential Material

Psychological findings should be treated as confidential information; however, this information should be made available to the classroom teacher who must utilize the information in planning to meet the needs of the individual child.

SUPERVISION OF SPECIAL EDUCATION PROGRAMS ON THE LOCAL LEVEL

Special Education programs operate more effectively and successfully when one person has the responsibility for the entire program. The person selected for this role should possess qualities of leadership and personal characteristics which enable him to work effectively with others, as well as have knowledge and experience in the education of exceptional children. If his knowledge and/or experience are limited, he should be willing to continue his training.

The responsibility for supervision of special education varies among school divisions. In some instances, it is delegated to the director of instruction, a supervisor, or a visiting teacher. This type of supervision may be adequate when there are only a few classes within the school division. When a program expands to the extent that it demands more time than the person in a dual role can supply, then one individual, released from other professional duties, should be designated Coordinator, Supervisor, or Director of Special Education. A suggested minimum standard would be ten or more full-time special education teachers or therapists to justify a full-time coordinator.

The Coordinator of Special Education

The effectiveness of Special Education Services is contingent upon the coordination of the various areas of Special Education, the integration of Special Education into the total program of the school, and the optimum use of community and state resources. The coordinator, supervisor or director of Special Education furnishes leadership for and works closely with other school personnel, parents, community and state agencies. He should have the responsibility for the program in the local school division and be vested with authority to implement the Special Education program, subject to the approval of the school administrator.

The coordinator's duties may be many and varied and will include:

Initial program planning; continuous planning for an expanded, sequential program; enlistment of staff support; appropriate and adequate identification procedures; placement of children; team conferences; supervision of record keeping for all children in the program; public and community relations; articulation between various professional groups and school personnel; selecting and recommending teachers for special

classes; orientation seminars; in-service training programs; counseling with teachers, parents and others; procurement and distribution of materials; examining, assessing and designing curricula and grading or reporting procedures; transportation; promotion of allied services for special education (library services, audiovisual services, special resource services, etc); reporting progress to administrative staff; program evaluation; and follow-up procedures.

Qualifications

The person who is given overall responsibility for the direction of the program for exceptional children needs the definite personal qualities expected of any good administrator as well as specialized training and experience. These qualities include mature judgment, resourcefulness, organizational ability and sensitivity to the nature and needs of all types of exceptionalities. He must be a person who is able to adjust to others in his working relationships. He should possess a sound philosophy of regular and special education. He should have a knowledge and understanding of the functioning of agencies which exist for the benefit of children with special needs.

Training should include a broad background in general education with courses in administration and supervision. Minimum professional qualifications should include the Post Graduate Professional Certificate, a Master's degree in Special Education with a major in at least one area of exceptionality, and a minimum of five years of recent and successful professional school experience, three years of which shall have been in a class for exceptional children.

EVALUATION OF SPECIAL EDUCATION PROGRAMS

Evaluation should be an integral part in planning for Special Education programs. Criteria should be developed which will indicate the contribution of Special Education programs to the total educational endeavor of the school division. Suggestions which follow may help in developing local evaluative procedures.

I. OVERALL EVALUATION

A. Analysis of Philosophic Aspect of Special Education Programs

1. What are the school division's long range educational goals?
2. How are Special Education programs included in the goals for the total school program?
3. What are your specific goals for Special Education programs?
4. What are your objectives for each Special Education program?
   MR — ED — PH — VI — Hearing — Speech — LD — Homebound — Hospital Programs?
5. Has each teacher developed specific educational objectives for her assignment?
6. Are specific objectives developed for each student?

B. Analysis of Need

1. What procedures have been established to determine the need for Special Education programs—in the local school divisions? If regional programming is involved, what procedures have been established to determine the need for regional Special Education programs?
2. What procedures have been established to assess the needs of the learner?
3. What procedures have been established to translate the need for Special Education programs and the needs of the learner into the need for Special Education personnel?

II. ADMINISTRATIVE PROCEDURES

1. Who are the members of your local advisory committee for handicapped children which advises the school board?

2. What are the results of your survey of local needs to determine the estimated number of children requiring Special Education programs?

3. What in-service and community education leading towards acceptance and understanding of the program by parents and school personnel was conducted prior to the initiation of the Special Education program?

   a. What procedures were established for measuring the effectiveness of the program orientation?

   b. What were the results?

4. Who is the person on the local school division staff who supervises or coordinates the Special Education programs?

   a. What background of training and experience qualifies him for this position?

   b. What is his relationship to other members of the administrative and supervisory staff?

5. Indicate the flow of authority for Special Education programs from the superintendent to the teacher.

6. What positions on your staff constitute the Special Education admissions committee?

7. Is the eligibility of the child for Special Education programs determined by the admissions committee? If not, by whom is this decision made?

   How do you determine which of the following reports are relevant to the determination of each handicapping condition?

   a. Individual psychological evaluation by a State Board of Education approved and or State licensed psychologist including both verbal and nonverbal tests

   b. Psychiatric evaluation

   c. Educational evaluation which includes achievement tests, cumulative records, teachers' observations, and any other pertinent information concerning the educational needs of the child

   d. A general physical and medical examination which includes both visual and hearing acuity in addition to an assessment of the effect of childhood diseases and illnesses

e. Speech evaluation by a speech clinician

f. Social casework study including information from parents relative to the developmental history of the child and the nature of his social environment.

8. Who decides placement of the child in the appropriate Special Education program?

9. Are children grouped by age and exceptionality according to recommended practices in the State Guidelines? If not, what is your rationale for the deviations?

10. How does the number of children in each special class compare with the maximum size recommended by the State Guidelines?

    PH — EMR — TMR — ED — LD — HI

11. What is the case load of Visiting Teachers, Speech Specialists, Hearing Specialists and Resource Teachers?

12. What are the periods of re-evaluation of the child in each Special Education program?

13. Does the length of the special education school day approximate the regular school day? If not, what is the length of the school day and the rationale for its establishment?

14. Do the Special Education personnel hold Virginia endorsement appropriate to their job assignments?

    Please list each teacher not fully endorsed by name and indicate number of semester hours needed to complete endorsement.

15. How often are appropriate in-service training sessions offered to Special Education personnel?

III. FACILITIES, EQUIPMENT AND INSTRUCTIONAL MATERIALS

A. Do the facilities housing Special Education programs meet the minimum State requirement for instructional space?

B. Do the facilities housing Special Education programs meet the appropriate requirements for specific areas of exceptionality?

C. Are Special Education programs housed in currently operating regular elementary or secondary schools?

Are these Special Education programs housed in buildings with "normal" children of similar chronological age?

D. Is the per pupil amount for instructional materials established division-wide available for the purchases of Special Education materials?

E. Is there available a variety of instructional materials and equipment appropriate to each Special Education program?

(This implies educational materials that may be different from those used in regular classrooms.) Please list examples.

IV. OPERATION OF PROGRAM (This section to be completed for each area of exceptionality included in program.)

A. What procedures have been established to assess the effects of this Special Education program in terms of its objectives?

B. Is the instruction relevant to the objectives?

C. Do the Special Education teachers take achievement into consideration for grouping for instruction within the classroom?

1. How is the achievement measured?
(teacher assessment, standardized tests, etc.)
2. How often does regrouping take place based on pupil progress?

D. What are the criteria for reassignment to another classroom?

E. What are the criteria for graduation from this Special Education program?
(remediation, re-evaluation, graduation, etc.)

F. What plans have been made to insure student understanding of the program objectives?

V. DATA COLLECTION AND ANALYSIS

A. Have procedures been established to determine whether the objectives of the Special Education programs have been accomplished?

B. Is the data which is collected related to the objectives?

C. How is the data utilized in modification of Special Education programs?

D. Is the data analysis available to those involved in the programs?

SPECIAL EDUCATION SERVICES AVAILABLE FROM THE STATE DEPARTMENT OF EDUCATION

Personnel of the Special Education Service of the State Department of Education provide leadership and consultative services concerning: educational services for the speech and hearing impaired, mentally retarded, learning disabled, emotionally disturbed and physically handicapped; hospital and home instruction; the visiting teacher program, and the school psychology program. Assistance is offered to local school divisions by:

Collecting, interpreting, and disseminating significant information relative to the various phases of Special Education.

Preparing bulletins, manuals, guides, and other materials useful in Special Education services.

Participating in conferences, workshops, and meetings of various kinds, such as those planned for:

Orientation

In-service training

Program planning

Evaluation

Informational purposes

Professional stimulation

Holding conferences with individuals and small groups.

Participating, on invitation, in meetings with professional and lay groups.

Demonstration of representative samples of educational materials related to Special Education.

Planning and conducting State conferences, seminars, and workshops to develop understandings and to assist in the training of those who are engaged in Special Education services or those who are prospective personnel in this area of education.

Providing staff members for speaking engagements and other kinds of program participation related to services for exceptional children.

Preparing forms and collecting data through records and reports which become useful information for national, state, and local purposes.

Cooperating in various ways with professional associations and institutions of higher education for the improvement of educational practices for children in all areas of exceptionalities.

Offering consultative services to local school divisions with the approval of the superintendents.

Reimbursing local school divisions, from State funds, on programs for exceptional children as outlined in this manual.

Serving as a clearinghouse for information, suggestions, and resources relating to Special Education services.

Making available essential information to citizens, organizations, and agencies so that they can participate with school administrators in planning a program for exceptional children within the framework of the State's philosophy.

Developing libraries and files of information from local, state, and national sources concerning the nature and education of exceptional children.

Assisting in the development of curriculum materials for exceptional children.

Assisting local school divisions, upon request, in planning and establishing experimental or pilot programs for the improvement of instruction for exceptional children.

Helping to establish valid criteria for the process of identifying various classifications of exceptional children.

Supplying information and guidance to local school systems, parent organizations, and other groups in an effort to elicit full and intelligent cooperation in providing differentiated education for exceptional children.

Assisting in the development, implementation, and evaluation of applications for use of other than State funds for special education programs in relation to existing educational programs.